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ABSTRACT

This document includes a booklet and a presentation guide. The booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 10. Anchor papers are concrete examples that illustrate the intent of the scoring guides. The papers in the booklet exemplify the full range of score points possible. The booklet notes that: (1) for each of the two writing prompts, students can earn up to 4 points for content, organization, and style, and 2 points for conventions such as grammar, punctuation, capitalization, paragraphing, and spelling; (2) students can receive a total of 12 points on the WASL in writing; and (3) it takes 9 points to meet the standard. This booklet is divided into three parts: (1) student work on a narrative prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; (2) student work on an expository prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and (3) student work earning 2, 1, and 0 point(s) in the area of conventions. The booklet also contains writing prompts and writing scoring guides. The presentation guide is designed for principals to use with staff, to introduce the use of the Grade 10 Anchor Set Annotations, Spring 2001 Washington Assessment of Student Learning (WASL) in Writing document. It has two applications: teachers in grades eight through ten will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing; and the materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals. The guide provides for principals a presentation overview; materials/arrangements needed for presentation; presentation steps; and suggestions for additional writing resources for staff. In addition, the guide includes a sample selection of student responses. (PM)

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CS 511 293

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Grade 10 Anchor Set Annotations

from the Spring 2001
Washington Assessment of
Student Learning in Writing

Dr. Terry Bergeson
State Superintendent of
Public Instruction

September 2001

Grade 10 Anchor Set Annotations

from the Spring 2001 Washington Assessment of Student Learning in Writing

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August 2001

Grade 10 Anchor Set Annotations From the Washington Assessment of Student Learning

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About the Washington Assessment of Student Learning in Writing Grade 10

Why test writing?
Learning to write is vital to a good education. It is an essential skill for succeeding in higher education, the workplace, and lifelong learning. Writing requires students to express their knowledge with purpose and coherence. As students learn to write, they sharpen their ability to clarify thoughts and organize ideas. Writing teaches mental discipline and precision by promoting careful, analytical thinking and demanding that students follow the rigors of correct spelling, punctuation, capitalization, sentence structure, and usage/format.

Purpose and Content of the WASL
The writing section of the Washington Assessment of Student Learning (WASL) is designed to measure student achievement of the Essential Academic Learning Requirements in writing.

The test includes two writing tasks or "prompts," one designed to elicit an extended **expository** response (e.g., the writer may explain, compare/contrast, analyze, and/or evaluate), and the other, a **persuasive** response. Although the second Essential Academic Learning Requirement states that students be able to write for "different...purposes" (or "modes"), holding the purposes/modes constant will ensure that the difficulty of the test is consistent from year to year.

The decision to limit the number of modes/purposes assessed is in no way meant to limit classroom instruction or district and classroom-based assessments. Expository and persuasive modes were chosen because learning to write for these purposes is essential if students are to perform well on the tasks expected of them in the 10th grade—on the reading and mathematics WASL, for example—as well as in the years to come.

Each writing prompt will clearly state a designated topic, audience, purpose (mode), and form. Research has shown that in order to be effective, a writer must understand the role and interaction of topic, audience, purpose, and form. Each prompt will contain an underlined verb—explain or inform for the expository prompt, persuade or convince for the persuasive prompt—which will serve to cue writing for the intended mode/purpose. In addition, each writing prompt will also specify a form, for example, letter, editorial, or essay. Therefore, a prompt might be written as follows: Decide on how much TV you think students should watch and then write an essay (form) to convince (persuasive mode) parents (audience) to follow your advice (topic).

Expository Writing:
For the purposes of the state assessment, an expository response is one that **explains or informs.** The writer should present information in a way that enhances the reader's understanding of the topic. Effective expository writing is usually, **but not always**, characterized by the following:

- narrowed topic and focus on main idea;
- well-chosen supporting details, which may include description, examples, anecdotes, reasons, and/or facts;
- logical, understandable organizational pattern;
- use of transitions to connect ideas;
- commitment to the topic (voice);
- an introduction and conclusion.

Sample expository prompts: (1) What object is most important to you? In an essay, explain to your teacher why it is your most important object, or (2) What is your favorite place? In an essay, explain to your teacher why it is your favorite place.

Persuasive Writing:
For the purposes of the state assessment, a persuasive response is one that is primarily written to persuade or convince the designated audience to support a point of view, make a decision, or take an action. Effective persuasive writing is usually, **but not always**, characterized by the following:

- topic or issue clearly stated in the introduction;
- a clear position and stays focused on that position;
- more than one argument to support position;
- detailed reasons, examples, and evidence to support arguments;
- anticipation and refuting of opposing arguments;
- a clear, logical organizational strategy which makes the best case for position;
- transitions to connect position, arguments, and evidence;
- an awareness of the audience demonstrated in the choice of words, details, and voice;
- persuasive language and techniques;
- an ending/conclusion which includes a call for action.

Sample persuasive prompts: (1) Think about something you would like changed at your school. In a letter to your principal persuade him or her to make that change, or (2) The school board is considering extending the school day. Write a letter to the editor of your local paper in which you persuade the readers to extend or not extend the school day.

A final note: Effective writing instruction includes teaching the traits of quality writing; a variety of modes/purposes and audiences; various forms of writing such as letters, newspaper articles, editorials, and memos; the writing process; and self reflection/goal setting. The overall goal of a comprehensive writing program is to support students in becoming clear, competent, and reflective writers who have the ability to adjust their writing for topic, audience, and purpose.

How to Use This Book

This booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 10. Anchor papers are concrete examples that illustrate the intent of the scoring guides. They serve as a reference point or "anchor" to ensure that scorers interpret and apply the scoring guides consistently.

The papers shown exemplify the full range of score points possible. For each of the two writing prompts students can earn up to:

- four points for content, organization, and style; and
- two points for conventions (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

In summary, students can receive a total of twelve points on the WASL in writing. It takes nine points to meet the standard.

This booklet is divided into three tabs:

- Student work on a **persuasive** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style;
- Student work on an **expository** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and
- Student work earning 2, 1, and 0 point(s) in the area of **conventions** (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

At the beginning of each tab you will see a list of typed annotations and scores for each paper within the section. The annotations and papers are numbered such as 10EA8a. This should be read as:

- 10= Grade Level (this is the same on every example)
- E= Expository ("P" for persuasive or "C" for conventions)
- A8= The number of the anchor paper (in this case #8)
- a= The first page of the students response; "b" would indicate the second page, "c" the third, and so on.

This is the numbering system used by the state's testing contractor. We have used this same numbering system to ensure accurate identification of papers should any questions arise. Make sure the number of the annotation you are reading matches the student sample. The score is shown at the end of each anchor paper: "COS" for content, organization, and style or "CONV" for conventions.

Review of these examples should help you better understand the level of work expected of students who meet the standard in writing. For additional assistance, please call OSPI's Office of Assessment, Research, and Curriculum at (360) 725-6333.

2001 Washington Assessment of Student Learning in Writing

Grade 10 Prompts

Expository Prompt

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Persuasive Prompt

Recently a citizen's group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Content, Organization, and Style Scoring Guide

Points	Description
4	• maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	• maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	• demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	• demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	• response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide

Points	Description
2	• consistently follows the rules of standard English for usage • consistently follows the rules of standard English for spelling of commonly used words • consistently follows the rules of standard English for capitalization and punctuation • consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently
1	• generally follows the rules of standard English for usage • generally follows the rules of standard English for spelling of commonly used words • generally follows the rules of standard English for capitalization and punctuation • generally exhibits the use of complete sentences except where purposeful phrases are used for effect • indicates paragraphs for the most part
0	• mostly does not follow the rules of standard English for usage • mostly does not follow the rules of standard English for spelling of commonly used words • mostly does not follow the rules of standard English for capitalization and punctuation • exhibits errors in sentence structure that impede communication • mostly does not indicate paragraphs • response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Expository Prompt

Washington Assessment of Student Learning in Writing, Grade 10
Expository Prompt, Task A
Content, Organization, and Style
2001 Anchor Set Annotations

10EA1 (COS 4)
This response demonstrates a strong ability to explain effectively. The response maintains consistent focus to explain the importance of the *World Wide Web, the internet.* The writer moves the reader smoothly through the text with a clearly organized plan. Main points are amply supported by specific details that not only clarify, but add interest as well: *From buying clothes and gifts for people to buying daily things such as milk, bread, q-tips for home....* Sophisticated transitions connect ideas: *While contributing to the daily and work life of people, the internet also provides entertainment.* The writer appeals to the intended audience with a well-ordered whole discussion that is enhanced by engaging word choices and varied, well-constructed sentences: *From buying clothes and gifts...the internet has sites that can fullfil all needs. With just a couple of clicks, anyone with a credit card can finish their christmas shopping, buy a week's worth of food for the family...all from a computer with internet connections.* Again, mindful of the audience, the writer cites ways in which the *young* and *older crowds* can use and enjoy the internet. The reader has a strong sense of the person behind the words in this essay. The best-fit COS score for this piece of writing is a 4.

10EA2 (COS 4)
This response demonstrates a strong ability to explain effectively. The writer focuses on the *creation of the printing press* and develops this topic with logically organized, ample details to create a sense of wholeness and completeness. The opening sets up the contrast between the centuries during which *scribes had been depended on to keep hard written documents of everything, and if a second copy or draft was needed it would have to be written all over again* and the myriad advantages of the printing press *to the point where today every book, newspaper, magazine, or other publication is produced by a form of printing.* Transitions clearly serve to connect ideas: *Without the newspaper..., For hundreds of years..., With the invention of the printing press..., Along with newspapers and books....* Sentences are fluent and varied; word choices are engaging and appropriate: *Just imagine how bleak and strange the world would be without the uses of the printing press. So when the first printing press was created in the early 1800's, a new breed of information and record keeping was found, putting the once vital scribe to rest.* Finally, the writer allows the reader to sense the person behind the words through the obvious enthusiasm for the topic: *In my opinion the most influential and revolutionary invention in history..., ...this amazing machine....* The best-fit COS score for this piece of writing is a 4.

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

10EA3 (COS 4)
This response demonstrates a strong ability to explain effectively. The essay is clearly and logically organized, maintaining a consistent focus on *the internet*. This topic is developed with relevant, well-chosen, and ample details, which elaborate on the writer's main points: *...able to get all the information they want with just a click of a button. Science, medicine, biographies are just some....* Sentence patterns are varied with the use of rhetorical questions as well as simple and complex sentences. The writing benefits from the word choice selected for the purpose and audience: *Long distance bills can get out of control, but now you don't have to worry about them, As you probably already know....* There is a clear sense of the person behind the words, especially in the conversational tone: *Hey, you can even chat while shopping.* The best-fit COS score for this piece of writing is a 4.

10EA4 (COS 3)
This response demonstrates a sufficient ability to explain effectively. While consistently focused on *computers*, the supporting reasons tend to be general: *...can be used for entertainment, information, and work.* The elaborating details adequately expand and clarify the main ideas: *the owner can also play video games off of CD ROM, or, play online games off the internet.* Transitions move the reader through a somewhat mechanical, but logical, organization: *Computers also can be used..., Accountants also can use....* Word choice is appropriate for the subject matter and intended audience. Sentence patterns and length are somewhat varied, although several sentences begin repetitiously both in word choice and structure: *The owner of the computer..., The owner also can play..., There are encyclopedias..., There are even programs....* The essay conveys a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

10EA5 (COS 3)
This response demonstrates a sufficient ability to explain effectively. This essay follows a clear organization that stays focused on *the light bulb.* The main points are adequately supported; the use of personal anecdotes as examples not only develops the essay, but also engages the reader's interest and provides a sense of the person behind the words: *More times than I would like, I have found myself pulling "all nighters" in my attempt to complete a project. I was able to finish my project thanks to the invention of the light bulb.* With a distinct introduction and conclusion and transitions connecting ideas between and within paragraphs, the essay feels whole and complete. Sentence structures are varied and word choices are adequate for the subject matter and purpose: *Lights are also used in communication. Sailors often use morse code, in the form of blinking light, to communicate over vast distances.* The best-fit COS score for this piece of writing is a 3.

10EA6 (COS 3)
This response demonstrates a sufficient ability to explain effectively. This writer follows an organizational pattern that stays focused on *the telephone* and develops its importance with adequate supporting details for the main points. Much of the clarifying detail takes

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the form of scenarios, some obviously exaggerated for effect: *Imagine you were pregnant you wouldn't want to travel 1,000 miles just to let the doctor know. Now you just pick up the receiver and dial a seven digit number and your appointment is set.* Some organizational lapses occur near the end of the essay: *If the telephone hadn't been invented people still struggle. Financially it would be better, but for society no now it isn't.* Variety in sentence structure and length, including rhetorical questions; word choices appropriate to the audience and purpose; and the far-fetched scenarios all contribute to the clear sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

10EA7 (COS 3)
This response demonstrates a sufficient ability to explain effectively. The writer focuses on *the computer* and develops its importance with reasons adequately supported with details: *It allows kids or adults to talk to people on the other side of the world with the press of a button.* Clearly the writer knows and cares about the subject: *...it came with a 4 gb hardrive. So I bought a new 30gb hardrive and more RAM....* The essay is clearly, though mechanically, organized with ideas connected by adequate, though somewhat repetitious, transitions: *It also allows..., It also provides....* Word choice is functional and appropriate for the intended audience and purpose. Sentences are somewhat varied in length and structure. Some sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

10EA8 (COS 3)
This response demonstrates a sufficient ability to explain effectively. The essay maintains focus on the *gas motor* as a *great invention.* The writer follows a clear, though mechanical, organizational pattern. Separate paragraphs develop the gas motor's impact on *...the transportation of people and goods, recreation, and the way we work.* Functional transitions move the reader from one paragraph to the next: *Another thing..., Still, another one....* The sense of wholeness and completeness, however, is somewhat hindered because the piece lacks a conclusion. Although *gas motor* is used repeatedly, word choice is generally appropriate for the intended audience. Sentence structure and length are somewhat varied. The writer's enthusiasm for the topic conveys a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

10EA9 (COS 2)
This response demonstrates a weak ability to explain effectively. The essay maintains its focus on the invention of *plastic* and its *many uses.* Development of the main ideas is uneven, however. For example, ways in which it has improved the storage of food and chemicals are elaborated with some detail, while only one sentence elaborates *other uses.* The writer's attempt to organize this piece is evident in the introduction, brief conclusion, and basic transitions: *One of the..., For example..., Another example....* Despite the effort to convey wholeness, this essay falls short. Word choices are appropriate for the intended audience and purpose with some sense of the person behind the words emerging. The best-fit COS score for this piece of writing is a 2.

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10EA10 (COS 2)
This response demonstrates a weak ability to explain effectively. The writer has an inconsistent focus in this essay, beginning with *the invention of the ball point pen* and ending with *Computers seem to be the way of the future.* Supporting details are minimal throughout the essay: *The ball point pen created an easier way to write. This eliminated hours of writing time. The easier way was fun and new.* The writer attempts an organizational pattern, isolating each main idea in its own paragraph and developing an introduction and conclusion, which does create a limited sense of wholeness. Word choice is somewhat limited, but a few nice word choices are apparent: *evolved, eliminated, technique.* Sentence variety is restricted, providing little sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

10EA11 (COS 2)
This response demonstrates a weak ability to explain effectively. The essay focuses on the *famous invention of the guitar*, and some support is offered for its importance: *Guitars have established new ways of playing music, ...attracted a wide range of people..., ...another option for musicians.* Some of the support is specific: *Electric and Acoustic guitars have created a pathway for new instruments such as the drums and bass.* This example also illuminates a strength of the paper—it's more than basic word choice, which reflects the writer's interest in and knowledge of the topic. The focus shifts, without transition, in the second paragraph to a discussion of Jimi Hendrix: *...music was expanding drastically. The biggest legend known today and will never be forgotten is Jimi Hendrix.* The paper's conclusion seems to contradict its body: *The guitar wasn't really beneficial....* Despite the weak ending, the writer's obvious enthusiasm for the subject (*Crowds were going wild)* helps to give the reader a sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

10EA12 (COS 2)
This response demonstrates a weak ability to explain effectively. *Indoor plumbing* is the focus of this essay. The writer presents some reasons for its importance: *...we no longer have to go outside in freezing cold weather; ...we have running water inside our house to drink, wash our clothes, and even wash ourselves.* These reasons are not elaborated, however. In fact, the writer himself notes the brevity of the piece in the closing: *Even though these aren't very many reasons....* Basic transitions (*Because, also, even though*) move the reader from point to point, but the very minimal development and limited word choice create little sense of wholeness or completeness. Little sense of the writer behind the words emerges. The best-fit COS score for this piece of writing is a 2.

10EA13 (COS 2)
This response demonstrates a weak ability to explain effectively. The writer is focused on the importance of *E-mail*, but minimally develops the topic. Although the paper is organized with a beginning and ending, its three ideas are sparsely developed: *It also is helpful at work. It's a great way to send a message that needs to be sent to several people quickly.* Some ideas are introduced without any development: *...it is less likely to get lost.* Language is limited and predictable, but some awareness of audience is

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evidenced when the writer explains that e-mail *has been taking the place of snail mail (the term now used for letter writing).* The essay conveys little sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

10EA14 (COS 1)
This response demonstrates an insufficient ability to explain effectively. Although the writer focuses on *electricity*, there are few details, and they are given limited development. The lack of transitions makes the ideas difficult to follow: *...we would be sitting here in the dark. We would have to use candles, And candles don't last very long. We have cars, or lights, computers, heat....* The rudimentary organization includes a sparse introduction and conclusion, but does not provide a sense of wholeness. There is little or no variety in sentence length and structure; word choice is limited and repetitious: *I think electricity has helped us w/ greatly because w/ out it we would be stuck just sitting in the dark.* Only a hint of the person behind the words emerges in this essay. The best-fit COS score for this piece of writing is a 1.

10EA15 (COS 1)
This response demonstrates an insufficient ability to explain effectively. With little or no focus, the paper switches from the invention of the spear to *language or some sort of hand communication.* The writer sets up the basic central idea for the essay, but does not go on to develop it in an organized text. The brevity of this piece and the lack of an ending leave no sense of wholeness or completeness. Although there is a transition (*However*), it is poorly utilized; ideas are only loosely connected: *One of the earliest inventions is the spear.... However, the first invention was probably language.* There is little or no sense of the person behind these words. The best-fit COS score for this piece of writing is a 1.

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Writing

Final Draft

10EA1a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell **check may not be used.** Your final draft **will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Dear Mr. E——,

In recent years, humans have benefited greatly from innovations but the most useful one up to date is still the inventing of the World Wide Web, the internet. It make extraordinary impact on both the way people live and the way they work. The internet also provides ~~entertainment~~ to brighten people's daily life.

People can use the internet as a work place or a source to provide help for whatever their profession are. For example, teachers, school librarians, lawyers, and especially

Final Draft

10EA1b

Continue your final draft on this page, if you need to.

students of all ages can use the internet to research for whatever info they might seek. The internet provides a massive, unlimited amount of information for, most of the time, a free price. It also opens more job opportunities such as webpage designer, graphic arts and just like T.V. and everywhere else, advertisements.

The convenience of the Internet is almost too grand to describe. From buying clothes and gifts for people to buying daily things such as milk, bread, q-tips for home the internet has sites that can fulfill all needs. With just a couple of clicks, anyone with a credit card can finish their christmas shopping, buy a week's worth of food for the family, and even pay their bills, all from a computer with internet connections.

While contributing to the daily and work

Continue your final draft on this page, if you need to.

life of people, the internet also provides entertainment. For the young, there are games and chatrooms where interaction with someone a couple of continents away is like a daily meal. For the older crowds, email's, chatrooms, news, and movies also has their door wide open, welcoming everyone in the the world wide web, the internet. There are even now web sites that let anyone with a fast modem speed over 56 K, to call, long distantly to anyone else with a phone number in the U.S. All of these are, shockingly, free. It is not a wonder that people are starting to spend more and more time on the internet.

The internet, being a somewhat new invention, is something that benefits humans of all ages and profession. In daily and work life, the internet provides information

Final Draft

10EA1d

Continue your final draft on this page, if you need to.

and a place to do business. It is also a convenient place to take care of many daily tasks with just a couple of clicks. Lastly, it provides entertainment for the young and the old with games, chat rooms, music, and connection to people all around the globe. The internet is the most useful innovation up to date.

COS 4

Writing

Final Draft

10EA2a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

In my opinion the most influential and revolutionary invention in history was the creation of the printing press. For centuries scribes had been depended on to keep hand written documents of everything, and if a second copy of draft was needed it would have to be written all over again. So when the first printing press was created in the early 1800's, a new breed of information and record keeping was found, putting the once vital scribe to rest. With this new found tool the first widespread publications were distributed and as time carried on more and more uses for this amazing machine were found, to the point where today every book, newspaper, magazine, or other publication is produced by a form of printing.

Final Draft

10EA2b

Continue your final draft on this page, if you need to.

Although there are many uses for the press used today I want to focus on three of the most important, the newspaper, books, and magazines.

Throughout modern society news and information are distributed the way it has been for nearly two hundred years, by the distribution of newspapers. Newspapers give the public a view on current events and even humor of the economy. Without the newspaper our world would still be an uninformed society like the ancient cultures before us.

Books, are of the most common and readily available forms of entertainment available. For hundreds of years books have given people views into the past or their dreams. With the invention of the printing press came the first wave of mass produced books which took the economies of Europe by storm and are now one of the most common forms of publication all over the world.

Final Draft

10EA2c

Continue your final draft on this page, if you need to.

Along with newspapers and books came magazines. Some of the first magazines were published to only small initial audiences, but as time has passed magazines have quickly become a very powerful news and entertainment medium. Giving societies around the world a view not given by books or newspapers.

In all I feel that almost every aspect of our lives is somehow related to the invention of the printing press, by the books we read or even this packet I'm writing in. Just imagine how bleak and strange the world would be without the uses of the printing press.

COS 4

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write a multi-paragraph essay for your teacher in which you name an invention that has had an important impact on how people live, work, OR play and explain why it is an important invention. 10EA3a

Dear Mrs. W_____,

Have you ever wondered how much certain inventions ~~effect~~ affect our lives? One invention that has done a great deal in our world is the internet. The internet gives us helpful information, allows us to communicate with others, and

10EA3b

finally it makes shopping a whole lot easier. The internet has taken technology to a whole new level.

Do you ever have troubles searching through books to get your information? With the internet people around the world are able to get all the information they want with just a click of a button. Science, medicine, and biographies are some of the helpful information the internet will provide. You can find all you need and in a lot less time.

long distance bills can

Continue your final draft on this page, if you need to.

10EA3c

get out of control, but now you dont have to worry about them. The internet offers a mailing system called E-mail. E-mail allows you to send mail to anyone in the world at any time and you dont have to waits days for it to arrive. Another interesting communication system is instant messanger. Instant messanger enables you to chat with another person online at anytime and from anywhere, and its a lot simpler than a telephone. Hey, you can even chat while shopping.

Continue your final draft on this page, if you need to.

10EA3d

One more wonderful advantage we have with the internet is home shopping. whether its looking for a shirt or buying a home, the internet has it all. There are several shopping web pages, advertisements and even auctions online. If you feel tired, hungry and dont want to leave the house you can order a meal from the internet. You can even buy pets online. The options are unlimited.

As you probably already know, the internet has made a huge impact on

Continue your final draft on this page, if you need to.

10EA3e

our world - whether it's finding helpful information chatting with others or buying your favorite pair of pants, the internet will be a wonderful helping hand.

COS 4

10EA4a

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write a multi-paragraph essay for your teacher in which you name an invention that has had an important impact on how people live, work, OR play and <u>explain</u> why it is an important invention.

Computers have had and continue to have an important impact on how people live, work, and play. They can be used for entertainment, information, and work. Computers surely are an active role in our every day lives.

Computers can be extremely entertaining. The owner of the computer can talk with all of

10EA4b

his buddies over the internet in chat rooms. The owner also can play video games off of CD ROM, or, play online games off the internet. He or she can even watch DVDs or listen to music off their computer.

Computers are a great source of information. There are encyclopedias on CDs and on the internet that the owner may use if he or she needs information. There are even programs that help people speak a particular language, practice their math skills, type, or read. Teachers also can use them to find information to help teach a class.

Computers also can

10EA4c

be used in the work place. Employees may use them to type up an annual report, or just memo. Architects might use a computer to draw out their layout plans for their next building. Accountants also can use computers to record all of their data with a spreadsheet.

Its obvious computers have continued to effect the way people work, learn, and play. Computers can be used for many different things, whether its for typing up a report, or playing a video game. It wouldn't be wrong to say that computers are a very reliable resource.

COS 3

Writing

Final Draft 10EA5a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Inuetion for Mankind

Tomas Jeffersau invented the light bulb and changed the way we live to day. He enabled light to go any where we needed it to go. This's invention opened up a whole new way humans look at night.

People say that there are only so many hours in a day. This is true but there used to only be 12 hours in every day. Thanks to the light bulb we can a 12 more hours. More times than I would like, I have found myself pulling "all nighters" in my atempt to

Final Draft

10EA5b

Continue your final draft on this page, if you need to.

complete a project. I was able to finish my project thanks to the invention of the light bulb.

The light bulb has many practical aplications also. It alows us to find things lost in the dark. Almost all search parties use flash lights as standar gear. Lights are also used in communication. Sailors often use morse code, in the form of a blinking light, to communicate ove vast distances. Light bulbs can de found almost any where you look.

Thanks to Tomas Jefferson mankind is forever changed. The invention of the light bulb has opened up many opportunities for man kind.

COS 3

Final Draft 10EA6a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

a telephone, how could you live without it? Before the telephone people traveled for miles just to relay a simple message. They had to jump in their wagons with a guessed amount of food. They had to wait for months to talk to their friends.

Teenagers, girls espically can't live without a phone. They have to have a phone., so they know exactly what is going on, where everyone's meeting and at what time. where young kids just need a phone so they can go play at each others houses. what if they wanted to go to disneyworld

Final Draft

10EA6b

Continue your final draft on this page, if you need to.

it might be a year before they got to go because there was no phones.

for work, if we had no phones people would always be getting fired. If I was sick I wouldn't walk or even ride to work just to say I was sick. What would happened if you go sick and it got all over the bosses brand new shirt and tie. You'd probably still be fired. Since phones were invented, people have been able to suffer in peace.

People went through so much stress, because of family life. Imagine, you were pregant you wouldn't want to travel 1,000 miles just to let you doctor know. Now you just pick up the reciever and dial a seven digit number and your appointment is set. If the phone hadn't been invented people still struggle. Financially

Final Draft

10EA6c

Continue your final draft on this page, if you need to.

it would be better, but for society now no it isn't.

The telephone was invented for a good reason. Society appreciates the fact a smart man had an insentive to think up such a great thing. money has gotten in the way, but it still doesn't stop anyone. they do use pay phones.

COS 3

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write a multi-paragraph essay for your teacher in which you name an invention that has had an important impact on how people live, work, OR play and <u>explain</u> why it is an important invention.

10EA7a

Computers are one of the things that keep on advancing, every month a new kind of computer comes out stronger and faster. My computer I bought in 99 is already out of date, it came with a 4 gb hardrive. So I bought a new 30 gb hardrive and more RAM, now it work like a new computer. Computers help man/woman in so many ways like the internet, or doing complex mathamatica

10EA7b

computations, or for saving important documents, typing up a report, or for playing games.

The internet is one of the best features on a computer. It allows kids or adults to talk to people on the other side of the world with the press of a button. It also allowes people to look up any subject, if you typed in any subject you would get to 100 to 1000 is of websites to choose from. It also provides lots of jobs for the web desiners who create the web sites, and helps people trade or invest in stocks.

Computers can let you play games listen to music or save special documents. You can play any game for any system on a comptuter. If you have somthing like Napstor or Realplayer You can get any song you want

Continue your final draft on this page. if you need to.

10EA7c

and any movie previe, or the hole movie if you have cable internet. You can type up and save special documents on a computer and mack copies,

All cool graphics on movies or cartoons were made on computers, most houses or building were drawn on computers. You can do just about anything you want on computers.

I mentioned alot of things you can do will computers but I barely scracked the surface on all the ways computers help us today.

COS 3

Writing

Final Draft 10EA8a

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Throughout the history of the world, there have been many inventions that have been a great benifit to mankind. One of these great inventions was the gas motor. The gas motor has been extremely important in the transportation of people and goods, recreation, and the way we work.

The gas motor has been a great impact to the transportation industry. The gas motor has provided us with ~~Vehicles~~ ranging from semis

Final Draft

10EA8b

Continue your final draft on this page, if you need to.

to the Concord. Without the gas motor we could no fly people over the oceans at the unbelievable speeds the airplanes are capable of. We also would have to ship every thing by steam engine vehicles without the gas motor.

Another thing the gas motor has effected is recreation. A lot of the recreational vehicles we use nowadays contain gas motors. These motors are in things as small as radio controlled airplanes to ones as large as a speed boat.

Still, another area gas motors has had an impact on is the way we work. In every construction site we see there is quite a few construction

Final Draft

10EA8c

Continue your final draft on this page, if you need to.

vehicles. All of these vehicles contain gas motors. The tasks that these vehicles were created to perform could never be completed with steam or electric motors.

COS 3

Final Draft 10EA9a

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Humans have benefited from many inventions that have been produced through out time. I believe the one that has been the most beneficiary is plastic. The material of plastic has many uses and thats what makes it so benificial.

One of the uses for plastic is storage We can use plastic to store food, compounds, chemicals, and various other things that we would need to be preserved. For example we use various types of container to preserve food ~~that~~ with out the plastic containers

Final Draft

10EA9b

Continue your final draft on this page, if you need to.

that they are stored in would go to waste. This enables us to buy more food and keep it for a longer ~~ten~~ time. Another example is chemical storage. We use plastic to store many chemicals that could harm us if we ~~can~~ come in contact with them. Plastic also has other uses such as components used in communication. For example many components in phones, satelites, and computers are made of plastic.

Plastic is very important in our every day lives and without it we could not function as well as we do now. Plastic is the material of a million uses.

COS 2

Final Draft

10EA10a

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

when writing was first around they didn't have the luxeries that we have now. the people wrote with a feather and ink. that technique caused a few of problems. the invention of the ball point pen reduced the mess, was easy to write with, and evolved the way we write.

The way or method they used to write was a very messy situation. You had to find a feather with a good tip, and buy the ink

Final Draft

10EA10b

Continue your final draft on this page, if you need to.

It was messy because you had to go back and forth between the ink well and the paper. This caused drips and spills.

The ball point pen created an easier way to write. This eliminated hours of writing time. The easier way was fun and new.

The new pen created questions and solutions. These ideas evolved into new inventions. Now the way we write is mostly on the computer.

Computers seem to be the way of the future. They are a big step up. They aren't messy, their easy and keep evolving.

COS 2

Writing

Final Draft 10EA11a

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

The famous invention of the guitar made a sensational impact on todays history. Guitars have established new ways of playing music. It has attracted not only teenagers, but a wide range of people from all over the world. Electric and Acoustic guitars have created a pathway for new instruments such as the drums and bass. Crowds were going wild. A new era had begun. Music has changed completly.

Also guitars produced another

Final Draft

10EA11b

Continue your final draft on this page, if you need to.

option for musicians. Musicians were given a wide range of notes with just the movement of the hand. As the guitar became more and more known music was expanding drastically. The biggest legend known today and will never be forgotten is Jimi Hendrix Jimi Hendrix will forever be remembered when the subject of the guitar is in play. The sound of music was in Jimi's hands.

The guitar wasn't really benificial. I know it as fun, but some may have called it freedom. Today many people play the guitar as a career. Some play just for fun

COS 2

Final Draft

10EA12a

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Of all the inventions over the years that I think has benefited mankind the most is indoor plumbing. Indoor plumbing is beneficial to the way we live Because of this invention we no longer have to go outside in freezing cold weather to use a room that smells a lot like what your going to do in there. Also because of this invention we have running water inside our house to drink, wash our clothes, and even wash ourselves Even though these aren't very many reasons they still hold an important part of why we have these things

COS 2

Final Draft

10EA13a

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Dear teacher,

E-mail service is a very important invention. You can meet people from around the world and you don't have to go anywhere, you can be sitting in your house, work, car, anywhere.

It also is helpful at work. It's a great way to send a message that needs to be sent to several people quickly.

Final Draft

10EA13b

Continue your final draft on this page, if you need to.

E-mail has been taking the place of snail mail (the term now used for letter writing). It is much faster and it is less likely to get lost

Thank-you for your time,
Sincerely

COS 2

Final Draft

10EA14a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

I think ~~that~~ the invention of electricity has made a big impact on our society because w/out electricity, we would be sitting here in the dark. We would have to use candles, And candles don't last very long. We have cars, or lights, computers, heat, air conditioners, etc. I think electricity has helped us w/ greatly because w/ out it we would be

Final Draft

10EA14b

Continue your final draft on this page, if you need to.

stuck just sitting in the dark. That is why I think that electricity is a very good invention, & w/out it, we would all live very boring lives.

COS 1

Writing

Final Draft

10EA15

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Human kind has been inventing since we came into being. Humans are the only species on earth to invent things. One of the earliest inventions is the spear. People used to use spears as their main resource for obtaining food. However, the first invention was probably language or some soft of hand communication. The reason I believe that language was the first invention because in order to invent you need to have language.

COS 1

51

Writing

Final Draft

10EA16

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

AN IMPORTANT INVENTION WAS STANDERDized TESTING without which NONE would know THEIR INTELLIGENCE ~~and~~ THE WORLD would END.

COS 1

Persuasive Prompt

Washington Assessment of Student Learning in Writing, Grade 10
Persuasive Prompt, Task B
Content, Organization, and Style
2001 Anchor Set Annotations

10PA1 (COS 4)
This response demonstrates a strong ability to persuade a reader. The writer opens with a rhetorical question: *Should students need a B average to obtain a Washington state drivers license?* The remainder of the letter answers the question with a series of well-elaborated reasons to support the position that *The legal age for a license...should be based on G.P.A.* The arguments are logically organized and supported with specific details that both clarify and add interest. Personal anecdotes engage the reader as well as scaffold the argument and provide a strong sense of the person behind the words: *Out of my and many other friend groups we have noticed that the ones who get into these automobile problems are the ones whos grades could use a lot of improvement.* The word choice is appropriate for the audience and intended purpose, and although awkward at times, sentences are of varied length and structure. The best-fit COS score for this piece of writing is a 4.

10PA2 (COS 4)
This response demonstrates a strong ability to persuade a reader. The writer persuasively supports the position that *Students should maintain a "B" average in school to receive their license.* The introduction gains reader attention with a provocative opening sentence: *High school students these days are more apt to attend wild parties where drugs & alcohol are offered without parents knowing.* The conclusion calls the reader to action: *I am urging all voters to agree and vote to raise the stakes higher.* Main points are logically organized and clarified with supporting details. Word choice is particularly suited to the intended audience and purpose: *strive, wild parties, incentive, zero respect, road rage.* Sentence patterns are varied; short, pithy sentences convey main points: *Instead of partying, they will be studying* and *Not all things come easy in life.* Additionally, rhetorical questions support the persuasive tone: *Who knows what other trouble they might be getting themselves into.* The questions also provide a strong sense of the person behind the words. The best-fit COS score for this piece of writing is a 4.

10PA3 (COS 4)
This response demonstrates a strong ability to persuade a reader. The introductory statement, *"Crazy teenage drivers!"*, engages the reader's interest and provides a smooth transition to the writer's position: *If high school students with less than a B average were not driving, that expression would not be heard.* The main points are logically organized, and transitions serve to clearly connect ideas: *From all this, we see....* Although some generalizations are not supported: *In today's world, kids don't care if they succeed,* for the most part, specific details expand the main arguments. Sentence structure and length are varied; the short sentence is used effectively: *Smarter kids are better drivers.* The writer also uses the balanced sentence to good effect: *Keep the good drivers on the road*

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

but kick the bad drivers off! Word choice is appropriate and combined with the effective control of sentence structure, the paper conveys a persuasive tone that allows the reader to clearly sense the person behind the words. The best-fit COS score for this piece of writing is a 4.

10PA4 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The writer firmly states a position: *...I do not believe it is reasonable to make high School Students have a grade average of at least a "B" to be able to get there drivers license.* Main ideas are adequately elaborated with the writer using a clarifying anecdotal example especially well to show how *Many students that get good grades can be careless in other situations.* Opposing arguments are anticipated and countered: *"Why can't there parents take them?" The answer to this is..., "Why can't they take the bus?" or "Why can't they walk*?" With the exception of the questions, however, most of the sentences are constructed similarly. Although some of the word choice is appropriately persuasive: *evenhanded, drastic,* much of it is quite general: *some students, alot of time, other important issues, Many students.* The letter concludes with a strong call for action: *So I say unto you, please think about some of the logical ideas befor voting for a drastic change.* This piece of writing provides a clear sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

10PA5 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The writer strongly states his or her position: *...should be cut down before it has a chance to become a law.* The introduction and conclusion are both succinct and compelling. The supporting points are thinly, but adequately, developed; they are organized logically, although somewhat mechanically, with connecting transitions: *One reason..., Another reason..., In conclusion....* Appropriate word choices effectively create a persuasive tone: *defy, proposed sanction, unconstitutional.* Additionally, the sentence structure is varied, which makes the arguments more powerful: *Unconstitutional and worthless is written all over it.* The reader has a strong sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

10PA6 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The writer takes a definite position that the proposal *is a good idea* in an adequate introduction. The supporting arguments are sufficiently and logically developed in a somewhat mechanical organization with transitional expressions to connect ideas: *First off..., Secondly..., So, in conclusion....* The writer uses parallel construction effectively in the conclusion: *...good students will benefit, bad ones will try harder, insurence rates will go down, teens will get a better reputation, and everyone will be safer.* The word choice is appropriate to the audience and gives the reader a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

10PA7 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The writer takes the position that the proposal is a *poor idea* and maintains that focus throughout. Adequate transitions connect supporting arguments: *another reason, also*. The main points are organized by presenting rhetorical questions for which answers are provided: *What does school have to do with you getting your license nothing.* This technique helps convey a persuasive tone along with the call to action in the concluding sentence: *I hope my views on the subject can change your mind on it.* Awkwardly constructed sentences sometimes convey a meaning other than what the writer intended: *My opinion on the idea of not being able to get your license unless you have a "B" average is a poor idea.* The extremely long, sometimes run-on sentences, also obscure clarity and make the arguments hard to follow; one sentence, for example, is 89 words in length. The best-fit COS score for this piece of writing is a 3.

10PA8 (COS 3)
This response demonstrates a sufficient ability to persuade a reader. The writer's position is clearly stated in an acceptable introduction and restated in an adequate, although repetitious, conclusion. The two main points (*...unfair to students...* and *... standards are set high enough...*) are organized into two separate developmental paragraphs. Transitions, however, are lacking between them. While the support is adequate, it tends to be general: *students are pretty responsible... It takes a lot of work and learning....* The writer attempts to develop a persuasive tone with a rhetorical question: *Why raise the drivers license requirements when theirs no need for it?* Adequate variety in sentence structure and word choice appropriate for the intended audience make it possible to glimpse the person behind the words. The best-fit COS score for this piece of writing is a 3.

10PA9 (COS 2)
This response demonstrates a weak ability persuade a reader. The writer's position is clearly stated: *...you cannot base one's ability to drive or operate a motor vehicle on the grades they earn.* The writer logically presents his or her argument, but supporting points are not expanded and are somewhat repetitive. The writer does use some strong, persuasive language: *...it is not only wrong to those who are cautious drivers, but an outrage to those who struggle academically.* Because the writer varies both sentence length and construction and makes some compelling word choices, the persuasive tone is evident, and the reader has a sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

10PA10 (COS 2)
This response demonstrates a weak ability to persuade a reader. The response states a clear position: *...students should have to maintain a "B" average in school to obtain their driver's license.* The writer attempts an organizational strategy by introducing a question and presenting an answer to develop his position. The argument, however, only centers around one point: *...students who get below a "B" average are 75% more likely that a "B" average student to get in a car accident.* The argument is sparsely supported.

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Likewise, the introduction and conclusion are brief and not persuasive in tone. The unvaried sentence structure consists mainly of subject-verb openings throughout, and the predictable word choice gives little sense of the person behind the words, further detracting from a persuasive tone. The best-fit COS score for this piece of writing is a 2.

10PA11 (COS 2)
This response demonstrates a weak ability to persuade a reader. The majority of the letter simply restates the prompt with few solid arguments to support the writer's position. The first point is an unsupported opinion: *There is no way that a child's grade point average has anything to do with the way he or she drives.* The second argument is stated as a confusing rhetorical question: *If the driving skills were affected by the grade point average, then wouldn't the below average students fail anyway?* Even though the use of this technique enhances the persuasive tone, the lack of clarity weakens the point. Fail what? The driver's test? This also demonstrates the overall lack of logic and organizational strategy, the letter consisting of loosely linked ideas and a minimal introduction and conclusion. The strong language ...*This is an outrage,* helps create the persuasive tone, indicates an awareness of audience, and gives the reader a sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

10PA12 (COS 2)
This response demonstrates a weak ability to persuade a reader. The writer takes a position that *it's a great idea*, but fails to identify "it" at any point in the letter. An attempt to organize the two minimally developed arguments is apparent with the use of transitions between the paragraphs: *First, Then.* The introduction, however, is rudimentary, and the piece lacks a conclusion, which takes away from a sense of wholeness or completeness. The limited word choice and lack of sentence variety make it difficult to sense the person behind the words. The best-fit COS score for this piece of writing is a 2.

10PA13 (COS 2)
This response demonstrates a weak ability to persuade a reader. The writer takes the position that *we shouldn't pass this*; the development is, however, minimal with only two arguments to support the position: *...that's not fair because what if someone tries there hardest and still only get up to a "C" average* and *...people that have jobs and their parents won't drive them to work....* The arguments are not expanded with specific detail. To create a persuasive tone, the writer uses one rhetorical question and concludes with a call to action: *I hope all the voters read this and sat we shouldn't pass this.* The word choice is limited and predictable: *pretty much; a lot; very, very upset.* The best-fit COS score for this piece of writing is a 2.

10PA14 (COS 1)
This response demonstrates an insufficient ability to persuade a reader. The writer takes a position that *they should maintain a B average in school*, and makes an attempt to provide an organizational framework with simple transitions: *What I am about to tell you..., To start off..., To wrap it all up....* The logic, however, is unclear or unexplained:

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...they should maintain a B average in school. In order to do that it will reflect on their driving skills. So this is why they should have a certain grade to have a certain privilage. The "smart driving" paragraph is weakly supported: *...they will have a clean healthy record and low insurance....* The conclusion is confusing and demonstrates the writer's apparent misunderstanding of the prompt: *...could you put an ad in the newspaper for me....* The vague, repetitious language forces the reader to make inferential leaps about the meaning of the arguments: *have a certain grade to have a certain privilage, ...why certain things should go certain ways.* The best-fit COS score for this piece of writing is a 1.

10PA15 (COS 1)

This response demonstrates an insufficient ability to persuade a reader. The writer takes a position: *...I don't think that you should have to wait to get your driver's license if you have bad grades.* The letter is sparsely developed, however, presenting two unelaborated ideas: *...your grades at school doesn't have anything to do with your driving ability; punishes those children that try there hardest and still come out with grades lower than a B.* The response shows little evidence of an organizational strategy; the conclusion introduces a new idea: *...don't bring ower children down by making them feel unintelligent....* Although a direct appeal to the reader in the concluding *sentence ...Please hear what I say...* shows some evidence of a persuasive appeal, the essay lacks a compelling persuasive tone. Word choice is predictable, providing little sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

10PA16 (COS 1)

This response demonstrates an insufficient ability to persuade a reader. The writer opens with a compromise position: *I think a grade average to get a driving license should be a "D"* ... and offers one reason relevant to the argument: *...there are not a lot of people in this school who get "B" and "A", they get "D" and "C".* No specific details are provided to expand the arguments. The rest of the response is a loosely-related statement about rules in general: *If this school didn't make ther rules like they do...life will be a lot better...* and is not linked to the original position. The organizational framework is weak, failing to provide transitions other than *For my final words....* The introduction is rudimentary, and the conclusion fails to even mention the topic. Even though a persuasive tone is attempted with a rhetorical question: *Do you know why?,* the vocabulary is limited and provides little sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

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Final Draft

10PA1a

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear Voters,

Should students need a B average to obtain a Washington state drivers license? Currently in Washington a drivers license is a privaledge that is obtained by age. The legal age for a license is 16; however, it should be based on G.P.A.

Grades reflect on a persons lifestyle choices. Teenagers of the age of sixteen get the most tickets of any age group. The reason for this is a teenagers lack of concentration. Students with a

Final Draft

10PA1b

Continue your final draft on this page, if you need to.

B average (3.0) G.P.A. tend to work harder at school, so they build a higher concentration level. Insurance companies have conducted many surveys and studies about students with a B and better Grade Point Average (G.P.A.) which shows they get less tickets than \$len students with a worse G.P.A.) that is why insurance companies offer "A good student discount" Insurance companies have been testing policies such as this for many years so they know how teenagers with good grades differ from the ones who do not try at school. Teens with good grades just show responsibility and are more responsible than students with bad grades.

I am a student who has a license, and many friends who have

Final Draft

10PA1c

Continue your final draft on this page, if you need to.

licenses. There have been many people getting tickets, and into accidents. Out of my and many other friend groups we have noticed that the onos who get into these automobile problems are the ones whos grades could use a lot of improvement. When they get a Ticket there parents take there license away for a while then they get it back and they don't care. They also tend to make up reasons for there tickets and accidents which shows imaturaty. While students good G.P.As tend to drive more cautiously. They tend to always signal and make sure about everything due to the fact that they hold them themselves up to the same standards that they hold there grades up to. This in turn tends to lead to a

Final Draft

10PA1d

Continue your final draft on this page, if you need to.

much better driveing record on there part. When a student is responcible they are more catious drivers.

Theire are pros and cons to what I have said; nevertheless, the pros outwiegh the cons. Students tend to be carefree; however, how carefree this is reflected strongly on thier grades and effort. Which is a good basis for your vote.

COS 4

Writing–

Final Draft 10PA2a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear Sir or Madam:

High school students these days are more apt to attend wild parties where drugs & alcohol are offered without parents knowing. Ask yourself now, "how do they get there?" Students with licenses like to avoid homework and just have fun. Their grades suffer because of this. Who knows what other trouble they might be getting themselves into?

To avoid these situations, the stakes must be raised higher. Students should have to maintain a "B" average in school

W

Final Draft

10PA2b

Continue your final draft on this page, if you need to.

to receive their license. This way teenagers strive towards success. A license is the perfect incentive. Instead of partying, they will be studying, having no more time to make trouble or mischief. Focus will be mainly on school.

The rules of today are making it easier to get into trouble. If you want something badly enough you have to work for it This will teach the youth of today a valuable lesson. Not all things come easy in life.

Some points to take into consideration. Kids with bad attitudes, low grades, and zero respect for authority are often the cause of road rage & accidents today. We must take these kids off the road & save the lives of other people. The percentage of accidents will most likely come down and prevent further deaths from happening.

Writing

Final Draft

10PA2c

Continue your final draft on this page, if you need to.

Would you want your family to be on the road with some gang members driving around? this issue affects everyone. So you must base your choice for the sake of your state.

I am urging all voters to agree and vote to raise the stakes higher. If students who maintain good grades can receive their license the roads should be safer. I hope you'll take these thought into consideration.

Sincerely,

COS 4

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

10PA3a

"Crazy teenage driver!" That is an expression often used by many citizens. If high school students with less than a B average were not driving, that expression would not be heard. It is common known fact that students with higher GPAs are better drivers. This law would give kids an incentive to do better. Lastly, if there are less drivers, there is less pollution.

Smarter kids are better drivers. Insurance

for high school students is lower ~~cost~~ if the student has a higher G.P.A. This proves that they are better drivers. This is the whole point of the law. Keep the good drivers on the road but kick the bad drivers off! If they want to drive, they need to get better grades.

This law would cause a lot of kids to get better grades. All teenagers want to drive and if they don't have the grades, they don't drive. In today's world, kids don't care if they succeed. This would give them reason to!

If the kids decided not to get good grades, all the better for us. With less drivers, there would be less pollution, and the roads would be safer with kids in school trying harder.

From all of this, we see that this law would benefit us in many ways, with more responsible drivers, the roads will be safer.

Continue your final draft on this page, if you need to.

10PA3c

Giving kids reason to succeed, how great. Finally, having less pollution saves our planet.

COS 4

Writing

Final Draft

10PA4a

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear Editor-

First and formost, I do not belive it is reasonable to make high School Students have a grade average of

Final Draft

10PA4b

Continue your final draft on this page, if you need to.

at least a "B" to beable to get there drivers license. Grades should not have anypart of the ability to drive. We need to think about some students that are responsible, but don't have alot of time to study for classes because of jobs and other important issues.

Many students that get good grades can be careless in other situations. For example, a "A" average student got into a car accident with another student who was failing three subjects. The "A" average student was at fault because he ran a red light and was careless. This is a perfect example on why we

74

Writing

Final Draft

10PA4c

Continue your final draft on this page, if you need to.

Shouldn't base grades on the ability to drive.

It's also not evenhanded because a lot of Students have jobs. Some people might say "why can't there parents take them?" The answer to this is parents work too. They could be at work during the time there son/daughter needs to be at work. Another is "Why can't they take the bus?" or "Why can't they walk?" The answers to these is buses sometimes stop running at durten times or the route doesn't go by the place of work, and the distance is to far to walk. We need to take these thoughts into consideration. So I say vote

W

Final Draft

10PA4d

Continue your final draft on this page, if you need to.

you, please think about some of the logical ideas befor voting for a drastic change.

Thank-you,

COS 3

Final Draft

10PA5a

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

To whom it may concern:

The new proposed law about having a "B" average or better just to drive a car should be cut down before it has a chance to become a law.

One reason for this is fairness. This act would defy the very center of our people-based goverment, equality. It would place people in social classes, the smart people and the not so smart people.

77

Final Draft

10PA5b

Continue your final draft on this page, if you need to.

Therefore making this proposed sanction unconstitutional.

Another reason to decline this law is that a person's IQ; has nothing to do with their driving ability. Going 35 in a 30 mph zone has nothing to do with how much vocabulary you have or how well you pick up other languages. Drivers in Nascar dont need to know English, all they do is drive a car real fast. With reflexes and natural ability not necessarily brain power.

In conclusion, laws such as these, are what this country does not need. Unconstitutional and worthless is written all over it. So please vote against it, come voting time.

COS 3

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

10PA6a

Dear editor,

I am writing to you about the recent proposal about teen driver's licenses. I think that the "B" average is a good idea. I have many point to support my idea, and I will explain them all to you in my letter.

Continue your final draft on this page, if you need to.

10PA6b

First off, I think that teenagers who work hard in school will be more responsible on the road. If they take school seriously, they will take driving seriously. Therefore, there will be less accidents caused by teens, and all other drivers will know that the teen drivers on the road are all responsible. So, teen drivers will get a better reputation. Also, insurence rates will go down for teens, because they are barely affordable now for the part-time working teen.

Secondly, I think there should be benefits and privilages for students that work hard in school besides honor roll. People will know that if you have a drivers license you must

10PA6c

work hard in school, which I believe will inspire other teens who aren't doing well in school to try harder so they can get theirs. Everyone will benefit.

So in conclusion, I believe that the "B" average law should be put into action because good students will benefit, bad ones will try harder, insurence rates will go down, teens will get a better reputation, and everyone will be safer. I thank you for your time.

Sincerely,

M _____

COS 3

81

Final Draft

10PA7a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

My opinion on the idea of not being able to get your license unless you have a "B" average is a poor idea. What does school have to do with you getting your license nothing besides that you can take TSE there but you can also take at the Driving School. I mean if you get into some trouble at school they can't take your license away. or suspend it or anything else. Another reason why its not such a good idea is that even when people are trying their hardest it is still hard for them to get a "B" average so are we just supposed to deni them because they arn't good enough

Final Draft

10PA7b

Continue your final draft on this page, if you need to.

I don't think so. There would also be a lot more illigal driving because the people that can't get their license will try to drive any way because they will rebel against it. And also what if they are at home and their little brother or sister gets hurt what are they gonnea say. I can't take you to the hospital because I can't drive because my grade arn't good enough. And what about the parents they have things to do to they can't always be driving their kids around at all times especialy if their son or daughter is involved in a lot of school activities such as sports clubs, ASB, and stuff like that because your are expected to at a lot of different places many times of the week and a parent from a hard working day does not want to come home and have to drive their son or daughter all arround and not get any rest,

Final Draft

10PA7c

Continue your final draft on this page, if you need to.

Those are all my reasons for that idea of getting your license only if you have a "B" average or better is not a good one. I hope my views on the subject can change your mind on it.

COS 3

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

10PA8a

I think that the proposal for getting a drivers license should not be changed to the requirement of having a B average in school. It would be unfair to students that do not have a B average in school, and the standards that are required to obtain a drivers license are set high enough already.

Continue your final draft on this page, if you need to.

10PA8b

There are lots of students in school that do not carry a B average. Most of these students are pretty responsible and obedient to their parents. Why raise the drivers license requirements when theirs no need for it? This new law would just upset a lot of people.

The standards set to get a drivers license are set high enough already. To get a drivers license you already need to pass a Traffic Safety Education course and pass the licensing test. If youre 18 you just need to pass the licensing test. It takes alot of work and learning to pass the Traffic Safety education cause to get

Continue your final draft on this page, if you need to.

10PA8c

a license. If you take this course you don't need a B average because you are already smart enough to obtain a drivers license.

Like I said the proposal for getting a drivers license should not be changed to the requirement of having a B average in school. The standards are set high enough already. It takes a lot of work to pass a traffic safety education course if you are under the age of 18. students are responsible enough to obtain a drivers license

COS 3

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

10PA9a

Dear Editor,

I am writing you this letter in reguards to the proposal of having at least a B avg. to obtain a driver's license. In my opinion this is redicolus, you cannot base one's ability to drive or operate a motor vehicle on the grades that they earn. A student could be the best driver in the world; but have the hardest time in school and can't

Continue your final draft on this page, if you need to.

10PA9b

keep a B avg. Is this his fault? ~~Nor~~ You cannot punish those who struggle. This situation could even be reversed. For example, I have a friend who is a 4.0 student, but is probably the worst driver I know. His driving ability has nothing to do w/ his better than B avg. And furthermore your driving ability is based on your knowledge of roadways and driving. School and academics have nothing to do w/ your knowledge of how to drive. Driving is a privilege that is earned and is seperate from school. If you are to mix the two it is not only wrong to those who are cautious drivers, but an outrage to those who struggle academically.

Thankyou for your time.

Sincerely,

COS 2

Final Draft

10PA10a

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear editor,

The letter I've written to you is based upon an important argument. The argument is the following; Should High School students need to have a "B" average in school, to get their driver's license? My stance on this issue is that, students should have to maintain a "B" average in school to obtain their driver's license. Facts to support my opinion are; students who get below a "B" average in school are 75% more likely than a "B" average

Final Draft

10PA10b

Continue your final draft on this page, if you need to.

student to get in a car accident. This demonstrates that "B" average students are more responsible and mature. Also car insurance rates get reduced by 25% if a student can maintain a "B" average in school. Therefore students should have to maintain a "B" average in school to obtain a driver's license.

COS 2

Writing

Final Draft

10PA11a

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Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear editor

This is an outrage! I cannot believe a group of citizens would actually say such things.

There is no way that a child's grade point average has anything to do with the way he or she drives.

A 'B' average in high school means that the student is achieving an above average grade. This law says that an average student (with a "C" average) cannot get his or her license, because the child is only

Final Draft

10PA11b

Continue your final draft on this page, if you need to.

an average student.

I believe that if a student is failing all of his or her classes, that child should have an equal opporitunity to get a license, as the child with an 'A' plus average.

If the driving skills were affected by the grade point average, then wouldn't the below average students fail anyway?

Thank you for your time and I hope you realize how important your decision is to the youth of America or just the state you live in.

Sincerely,

COS 2

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

10PA12a

Dear Editor of a Local Newspaper,

I have looked over the proposal that the citizen's group has put forth and I think it's a great idea for a couple of reasons.

First, I think it would put more responsible kids on the street. Cars can kill and we need to make sure

Continue your final draft on this page, if you need to.

10PA12b

we are putting responsible people on the roads. We know these teenagers are responsible because they are keeping good grades and doing their homework on time.

Then, we need to look at it this way; driving is and will always be a privledge. If students can't keep their grades up they shouldn't have the priviledge.

Sincerely

COS 2

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

10PA13a

Dear Editor,

I think that is down grading people saying if you don't have a "B" average you shouldn't be able to drive. Because not everyone has a "B" average. I know alot of people that would be very, very upset if anything like that was passed. And that not fair because what if someone tries there hardest and still only get

Continue your final draft on this page, if you need to.

10PA13b

up to a 'C' average. And what happens to the people that have jobs and their parents won't drive them to work and they can't ride a city bus. I think then we would have even more people up set about that. I hope all the voters read this and say we shouldn't pass this because alot people would be out of Jobs and pretty much wouldn't have a life.

COS 2

Writing

Final Draft

10PA14a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored**.

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear editor of the s-

I would like for you to do me a favor if possible. To take my advice as convincing voters to vote on what I am about to tell you

To start off I would like to say they should maintain a B average in school. In order to do that it will reflect on their driving skills. So this is why they should have a certain grade to have a certain privilage.

Final Draft

10PA14b

Continue your final draft on this page, if you need to.

By maintaining this grade depends on how smart they are. how smart they are will come in play on how smart they drive. This way they will have a clean healthy record, and low insurance if they know what they are doing smart wise.

To wrap it all up this is my opinion on why certain things should go certain ways. So if I get the voters to vote for this it might make it safer to drive on the roads. To end my asking by any chance could you put an ad in the newspaper for me, and thank you for your time. My name is J——— my address is W——— if you have

Final Draft

10PA14c

Continue your final draft on this page, if you need to.

any questions my number is
thanks again

COS 1

Final Draft

10PA15a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

Dear Editor,

In my opinion, I dont think that you should have to wait to get your drivers license if you have bad grades. The reason I believe in this is because your grades at school doesnt have anything to do with your driving ability. It also punishes those children that try there hardest and still come out with grades lower than a B. Please hear what I say, dont bring ower children down by making them feel unintellegent by not getting A's and B's.

COS 1

105

Final Draft

10PA16a

Directions: Before you begin your final draft, read the checklist on page 2 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored**.

Recently a citizens' group proposed a change to the rules for obtaining a driver's license. The group has proposed that high school students have at least a "B" average in order to get a driver's license. Take a position on this proposal. Write a letter to the editor of your local paper to convince voters to agree with your position.

I think a grade average to get a driving license should be a "D" or higher. Do you know why No you dont. It is because there are not a lot of people in this school who get "B" and "A", they get "D" and "C". I call them normal people

If this school didnt make ther rules like they do and let us make the school rules, life will be a lot batter for all young teens

Final Draft

10PA16b

Continue your final draft on this page, if you need to.

For my final words I will have to say thinks and goodby.

COS 1

Conventions

Washington Assessment of Student Learning in Writing, Grade 10
Conventions
2001 Anchor Set Annotations

Note: A common set of conventions anchors were selected from papers written for the 1999 and 2000 assessments to ensure consistency.

10CA1 (CONV 2)
This piece of writing consistently follows the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. Only a few minor errors occur in usage: *your dead...*, punctuation (minor comma errors), and capitalization: *"why did...?"* Sentences are complete with some fragments used for effect: *To protect our families, our children?* This writer uses parallel constructions effectively to enhance the persuasive tone of the paper. Paragraphs are indicated. The best-fit Conventions score is a 2.

10CA2 (CONV 2)
This piece of writing consistently follows the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. A few minor spelling errors occur, *feild, proffessional,* and one in usage: *...young actor...their mind.* The names of the classes were not capitalized. Sentence formation, punctuation, and paragraphing are all correct. The best-fit Conventions score is a 2.

10CA3 (CONV 2)
This piece of writing consistently follows the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. Occasional errors are offset by a demonstration of knowledge of the rules through the majority of this response. A few misspellings occur: *...necesary...where ever.* Capitals are used correctly at the beginnings of sentences, and the only serious error in punctuation is the lack of a question mark at the end of the opening sentence. Minor comma errors do occur. Although some of the sentences are awkwardly constructed, there are no errors in sentence formation: *Even if music lyrics and movies, you can still get it out of a book.* The best-fit Conventions score is a 2.

10CA4 (CONV 2)
This piece of writing consistently follows the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. This nearly flawless paper contains only minor capitalization errors: *...rd...dr...Repetitive.* Sentences are complete; words are spelled correctly, and paragraphs are indicated. The best-fit Conventions score is a 2.

10CA5 (CONV 2)
This piece of writing consistently follows the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, sentence formation, and paragraphing. One minor usage error occurs, *we have many class that are available*, but it may be a hasty error since no other errors in agreement occur. One sentence fragment is the only error in sentence formation: *Two of which are Child Psychology and Computer Applications.* There are no errors in spelling or capitalization. Paragraphs are indicated. The best-fit Conventions score is a 2.

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

10CA6 (CONV 1)
This piece of writing generally follows the rules of Standard English for usage, capitalization, and paragraphing. Most sentences are formed correctly, although three sentence errors occur: a fragment, *Since your supposed to be 18 or older to see the movie...*; a comma splice, *Both 15 and 18 year olds...same time, sometimes they are even...;* and a run-together sentence, *Take American Pie for example I was only....* There are occasional usage errors and punctuation errors: question marks omitted and random comma errors. Most words are spelled correctly although there are some obvious misspellings: *theatures, your supposed, whatch.* Paragraphs are indicated. The best-fit Conventions score is a 1.

10CA7 (CONV 1)
This piece of writing generally follows the rules of Standard English for capitalization, punctuation, and paragraphing. Sentences are formed correctly except for a comma splice: *...wouldn't take all their property, I'd give them....* Many errors are evident in spelling, *Presedent, stronges, countary, anouther, aggress...,* and a possessive is omitted: ...countarys men. Some usage problems, occur with verb agreement: *...everyone agrees...and are able....* The best-fit Conventions score is a 1.

10CA8 (CONV 1)
This piece of writing generally follows the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Minor usage errors occur, for example, in the incorrect formation of possessives: *a childs age...a childes birth to age 3.* Commas are sometimes used randomly. Sentence fragments indicate some lack of control over sentence formation: *Which crys and waits for you to satisfy its needs...How to teach Them to share.* Words are sometimes capitalized inappropriately: *what kinds of Things they like.* Some common words are misspelled: *crys...All through...Theres.* Paragraphs are indicated. The best-fit Conventions score is a 1.

10CA9 (CONV 1)
This piece of writing generally follows the rules of Standard English for usage and capitalization. Most words are spelled correctly with only two errors: *salery, makeing.* Apostrophes are missing, *lets...that's,* and minor comma errors are present. The only quote is unpunctuated: *OK, lets ditch the kids.* Sentence formation is generally correct with one fragment evident: *especially if the student who...summer.* Paragraphs are not indicated. The best-fit Conventions score is a 1.

10CA10 (CONV 1)
This piece of writing generally follows the rules of Standard English for sentence formation and paragraphing. Many spelling errors are evident: *descsion, write (for right), having, relazie....* Because the student printed mixing capitals and lowercase letters randomly, it is difficult to assess this student's control over capitalization. Some errors occur in pronoun agreement, *...School District has been a closed campus since they first opened...,* but in general, the student follows the rules for usage. Punctuation errors are minor. Paragraphs are indicated. The best-fit Conventions score is a 1.

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

10CA11 (CONV 0)
This piece of writing mostly does not follow the rules of Standard English for spelling of commonly used words and punctuation. A high density of spelling errors is evident: *violice, statement, intrestes, chock hold, encored....* The first sentence lacks ending punctuation, and there are some comma errors. Most sentences are formed correctly, although the syntax is somewhat awkward because words are often omitted. One fragment occurs: *In best intrestes of you the pareant in our fight agenst violice and profanity portraed through television.* Even though the writing shows control over capitalization, usage, and paragraphing, the density of errors in this relatively short piece of writing makes the best-fit Conventions score a 0.

10CA12 (CONV 0)
This piece of writing mostly does not follow the rules of Standard English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. This letter exhibits a high density of spelling errors: *reson, beause, inosent, there (for their), bomeing*. Plurals are also formed incorrectly: *familys*. Errors in capitalization, *america,* and usage, *am convince, two thing,* are evident as well. There is little control over punctuation; there are errors in the use of apostrophes, *house's, were, cant*, comma errors, and omitted question marks. Sentence formation errors appear throughout the piece, and syntax is often awkward. Paragraphs are indicated. The best-fit Conventions score is a 0.

10CA13 (CONV 0)
This piece of writing mostly does not follow the rules of Standard English for spelling of commonly used words, capitalization, punctuation, and sentence formation. Commonly used words are misspelled: *anebody, vary, papular*. There are comma errors; capitalization problems, *bill gates;* and a sentence fragment: *Because not only is he very rich but he is vary smart and papular*. The high density of basic errors in this minimal response makes the best-fit Conventions score a 0.

10CA14 (CONV 0)
This piece of writing mostly does not follow the rules of Standard English for spelling commonly used words, sentence formation, usage, capitalization, and punctuation. Common words are misspelled: *buessnes, raceisum, their*. There is a run-together sentence, *but this is a different issue this is a fight that needs to stop,* and other errors in sentence formation; usage, *...because the U.S. couldn't keep thier noses out...*; capitalization, *...should Happen here...cosvo...*; and the formation of possessives, *peoples buessnes*. The density of errors in this short piece of writing makes the best-fit Conventions score a 0.

10CA15 (CONV 0)
This piece of writing mostly does not follow the rules of Standard English for usage, punctuation, sentence formation, and paragraphing. Usage errors include the use of apostrophes in creating plurals, *number's, book's, Lab's*, and a lack of subject/verb agreement: *The differences is in science*. Lack of control over sentence formation is evident: *Let's take Math, you work with number's, and Science you also work with number's*. No paragraphs are indicated. Capitals are sometimes used inappropriately, and no words are misspelled. A density of errors in this short piece of writing makes the best-fit score for Conventions a 0.

10PA1a: 10 = Grade, P = Persuasive, A = Anchor, 1a = Paper Number
10EA1a: 10 = Grade, E = Expository, A = Anchor, 1a = Paper Number
10CA1a: 10 = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Letter to the Editor

10CA1a

Day One: Writing Task B

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft. Your score will be based on the scoring criteria listed on the previous page, which are different from the scoring criteria presented for Writing Task A.

Your View

A letter to the editor expresses the writer's opinion on a specific topic raised in an article that appeared in the publication or on a situation that the writer thinks the publication should have covered. The real audience or readership of the letter is the reading public.

YOUR TASK

Write a letter to the editor to convince readers to support your position on a current local, national, OR international issue in the news.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate letter to the editor.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

"When Push comes to Shove"

Should the U.S. or U.N. for that matter get
involved in the Kosvo issue? Some argue

Final Draft 10CA1b

Continue your final draft on this page, if you need to.

that if we don't it will turn to chaos. But then there are those who argue that if we do we risk our own lives and get nothing in return. The answer is simple. We should not!

Yes, what happens if we win the battle, you say? Well then we have nothing to worry about. For the time being. However we, the human race, have tasted power, have tasted blood, and most of all we have tasted sweet revenge and we'll stop at nothing to get it. We don't care about lives at stake just as long as we win, right? Wrong, what gives our government the right to take our lives.

To protect our families, our children? Well you can't have children when

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Final Draft 10CA1c

Continue your final draft on this page, if you need to.

your dead. But if we do win the battle the war has only begun. For its that revenge that they want. Why have a town when you can have a city? We'll win all right, but when they strike with out us ever knowing then will know we've met our match. And we'll fight to the bitter end.

When push comes to shove, when battle comes to war, just remember one thing what goes around really does go around. Then when judgment day comes you'll wonder how you lost, how it was in your reach, and then you lost it all. then you'll think and you'll kick yourself in the rear and say, "why did I have to push?"

written by,

CONV 2

Comparison and Contrast Essay 10CA2a

Day Two: Writing Task C

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft. Your score will be based on the scoring criteria listed on the previous page.

Looking at Two Academic Courses

In a comparison and contrast essay a writer notes both the similarities and the differences between two subjects.

YOUR TASK

Write a comparison and contrast essay explaining the similarities and differences between two classes you are taking or have taken so that new students will be able to decide which class to choose.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate comparison and contrast essay.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

If you are a new student to D——— High School and have an interest in the arts, then you may find that taking a drama class is for

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Final Draft

10CA2b

Continue your final draft on this page, if you need to.

you. As a new coming sophomore to the high school, you can take either drama 1 or drama 2. Although these classes are similar, they also have some major differences. Both offer a wonderful introduction into the world of acting.

In drama 1, the student is introduced to the basics of acting and stage direction. The course starts with lessons in pantomiming and how to capture the attention of the audience. Stage direction is also included and students can learn the parts of the stage as well as how to read blocking (stage direction for the actor) on a script. Throughout the Semester class, pupils will develop their own technique and personal style.

Drama 2 is also a semester class. In fact, it is like a continuation of drama 1. However, students taking

Final Draft 10CA2c

Continue your final draft on this page, if you need to.

this course will find themselves performing on stage more than they would if they were taking drama 1. There is also an improv unit in this class which proves to be very fun and amusing. The class also travels on feild trips to other theaters to see live productions put on by proffessional actors. Though this course seems very different from drama 1, you still use all the acting techniques learned and continue to practice them:

If you have had no experience in the drama department, I suggest you consider taking drama 1 before enrolling in other performing arts classes. If you are experienced in the basics of acting, then I recommend a semester of drama 2. Both classes are fun and interesting and encourage the young

Final Draft 10CA2d

Continue your final draft on this page, if you need to.

actor to open their mind and expand their horizons.

CONV 2

Writing

10CA3a

Final Draft

Use the lines provided to write your final draft.

Depending on how explicit or violent the lyrics, words or content may be in any music, books or movies should they be censored. It could all happen in real life. So even if it is censored, you can still hear, see or experience any of it anyway. It is not necesary to take anything out of a song, book or a movie because it's explicit or violent. It is the person's choice whether he or she wants to have anything to do with it. Even though you see that many movies and music do have a censor on them, people who probably shouldn't, still get ahold of them. Even if music lyrics and movies, you can still get it out of a book. As for explicitness and violence, you still see it where ever you

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Final Draft 10CA3b

Continue your final draft on this page, if you need to.

go, whether it be school, work, on the news... almost everywhere. So until violence stops, there's no point in taking it out of any sort of entertainment.

CONV 2

122

Final Draft

Use the lines provided to write your **final draft**.

56 R—— rd

——, WA 19—

May 2, 2000

N——

60 —— dr

E——, WA 9——

Dear N——

There are many people I admire, but only one I would want to be. That person is N—— M——. He had many friends and was well liked.

N—— had many friends and was easy to get along with. His friends were always talking about nothing. He would always talk to them. Everyday he did the same thing.

Final Draft

10CA4b

Continue your final draft on this page, if you need to.

Maybe that sounds dull and Repetitive, but I find it interesting. People used to call him psycho because of the stories he told. He always used to help others.

Sincerely,

Final Draft

10CA5a

Continue your final draft on this page, if you need to.

In our school, we have many class that are available. Two of which are Child Psychology and Computer Applications. Child Psychology gives you instructions on how to properly care for a baby and small children. Computer Applications is an informative class on how to do specific things on a Computer. They are both well informing classes, they also give you an elective credit to go on your transcript.

Computer Applications gives you information to make presentations, and the things you would need to know to get ahead in life. However, Child Psychology does the same in preparing you to get

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Final Draft 10CA5b

Continue your final draft on this page, if you need to.

ahead But it informs on certain side effects children can get, and how to make sure they are well taken care of.

In conclusion, there are many choices and these are only two classes. These are the two that are recommended. Child Psychology is a fun and exciting class. Computer Applications is rather simple. Choose which class would be the best for you.

CONV 2

Writing

10CA6a

Final Draft

Use the lines provided to write your final draft.

Recently at the local movie theatures security has been stricter, making it difficult for kids from the ages of 15 to 17, to get into R rated movies. Since your supposed to be 18 or older to see the movie. But the theature will allow you in if you are with someone that is 18 or older. What's the difference? Does you being with someone that is 18 mean that your perspective of the movie with change.

Once you are into high school your perspective of life changes a lot. Your maturity level has the chance to either rise or fall. Some people at the age of 15 can handle the responsibility of being an 18 year old while others cannot.

Take American Pie for example I was only 15 when I whatched it, and I was able to whatch to movie in a very respectable and mature way. Both 15 and 18 year olds experience high school at the same time,

Final Draft 10CA6b

Continue your final draft on this page, if you need to.

sometimes they are even in the same classes. Sometimes a 15 year old tends to be more respectable and mature than an 18 year old. What could make the age of When you see a movie and when you attend high school so different. I do not support rating systems on movies. With the exception of adult videos, I don't even understand why they even invented such a thing. the are inorally wrong. In conclusion a rating system should not be used, because we're going to see the movie eventually no matter what age we happen to be.

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10CA7

Final Draft

Use the lines provided to write your final draft.

Dear Teacher,

If I was able to be someone or be in their position, I'd like to be the President of the United States, "The Strongest countary in the World." I would ask everyone who lived in the United States to combine and become one force again. I'd promote peace and would protect only my homeland. I would not send any of my countrys men off to anouther countary to fight their fight and die in their wars. I'd lower taxes to a rate that everyone aggress on and are able to pay. And if they can not pay their taxes, I wouldn't take all their property, I'd give them smallar rates if needed. I'd give everyone their freedoms back. I'd build the countary back up to be like what it was when it was first founded. I'd go to the less common people for ideas just as much as the more common people. Hopping to be Presedent,

S H

Comparison and Contrast Essay

10CA8a

Day Two: Writing Task C

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. **Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft.** Your score will be based on the scoring criteria listed on the previous page.

Looking at Two Academic Courses

In a comparison and contrast essay a writer notes <u>both</u> the similarities and the differences between two subjects.

YOUR TASK

Write a comparison and contrast essay <u>explaining</u> the similarities and differences between two classes you are taking or have taken so that new students will be able to decide which class to choose.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate comparison and contrast essay.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

I am going to explain the differences and similarities between two classes. I hope That I can help you decide which one

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Final Draft

10CA8b

Continue your final draft on this page, if you need to.

to choose. The two classes are: Child Phycology, and The Future with children. First off, Child Physcology is a hands on learning experience. You start out by learning things about different age graips, what kinds of Things they like, learning to share, friends, and school. You will get a chance to carry a small plastic baby, which cry's and wait's for you to satisfy its ~~needs~~. All though that is not a requied part of the Class. In The class "The future with Children," you will learn about the age group 5-9 You will learn what kinds of games they play. How to teach Them to share. You

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Final Draft 10CA8c

Continue your final draft on this page, if you need to.

will do mini labs, and create games based on a childs age. Later on in the year you will get to bring some young kids in and have a real hands on experience. The similiarities between these classes are, they both deal with children, what kinds of things they do, how they react, and respond. There's not that much of a difference. Child Physcology is from the age 0-5, and the future with children is age 5-9. In each of the classes you will keep a Log. In child-Physcology you keep a Log of a childs birth to age 3. In the future with children you keep a binder

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Final Draft

10CA8d

Continue your final draft on this page, if you need to.

full of all the notes you have taken, + all the games you have made + played. They are both very fun. I suggest taking them both.

CONV 1

Letter to the Editor

10CA9a

Day One: Writing Task B

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft. Your score will be based on the scoring criteria listed on the previous page, which are different from the scoring criteria presented for Writing Task A.

Your View

A letter to the editor expresses the writer's opinion on a specific topic raised in an article that appeared in the publication or on a situation that the writer thinks the publication should have covered. The real audience or readership of the letter is the reading public.

YOUR TASK

Write a letter to the editor to convince readers to support your position on a current local, national, OR international issue in the news.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate letter to the editor.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

To the editor-

Teachers shouldnt go on a walk out. I am all for it if

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Final Draft

10CA9b

Continue your final draft on this page, if you need to.

they want a higher saleny. Who doesnt? But walking out on students isn't right! especially if it the students who will have to pay for it by making it up during the summer. If students were to protest about something or skip school for a day then they get punished. The district should look at it a an emplyee not showing up for work, not an ok lets ditch the kids. Teachers do deserve a higher saleny, but students deserve an education. They should find another way to protest, and do it on their own time. Thats what they tell kids to do! To the teachers that do go on walk

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Final Draft

10CA9c

Continue your final draft on this page, if you need to.

outs it just shows how much they care for the students and love to teach.

Sincerely

CONV 1

Final Draft

10CA10a

Continue ~~your~~ final draft on this page, if you need to.

Mr. L——

801 - 5th Ave.
——, WA 98——

Dear M L——,

I am writing in concern of the E—— School District's decision to have a closed campus. Students should have the write to eat where they want to, with out haveing to worry about getting in trouble for skipping.

E— school District has been a closed campus since they first opened to students.

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Final Draft

10CA10b

Continue your final draft on this page, if you need to.

-Even through E—— is a closed campus, kids still leave at lunch and make it back before class starts. E—— students should be given the chance to have resonability. Kids never get what they want, so instead of makeing any more worse then it all ready is sounds crazy.

E—— needs to relazie that without giving the students a chance, they are proving to the kids that we are not resonable. E—— needs to listen to what the kids have to say ... and not so much the parents and teachers.

Writing

Final Draft 10CA11a

Use the lines provided to write your final draft.

Today we are faced with a problem. Our children are surrounded by violice on televison as well as profanity. This must be censored for the protection of our young generasons. In best intrestes of you the parent in our fight agenst violice and profanity protraed through television. I say we need censorship.

Violince and profanity are pushed upon our children every day and I hope you can agree with my statment that it can be stoped! By monertering all shows and there criteria we can put a chock hold on a censored problem of this calibar. In addison we the parents need to voice our demand for clean television shows to the medea so we can be herd loud and clear.

Our young generasson needs to be provided with untanted televison intertainment and we as parents must fight for this case.

Final Draft

10CA11b

Continue your final draft on this page, if you need to.

To control our children is to want what is best. Duety television is compiddly protraed through freedom of speech and we need to take that from them to save our young children.

Letter to the Editor 10CA12a

Day One: Writing Task B

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft. Your score will be based on the scoring criteria listed on the previous page, which are different from the scoring criteria presented for Writing Task A.

Your View

A letter to the editor expresses the writer's opinion on a specific topic raised in an article that appeared in the publication or on a situation that the writer thinks the publication should have covered. The real audience or readership of the letter is the reading public.

YOUR TASK

Write a letter to the editor to convince readers to support your position on a current local, national, OR international issue in the news.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate letter to the editor.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

Hello out there I am J—. B—. and I am from J— Washington.

The reson for this letter is becuase I am convince that what is going on in

Final Draft 10CA12b

Continue your final draft on this page, if you need to.

Kosovo is wrong in some areas but it is also right in other areas. I know that might sound a little weird but thats because we are do two thing their we are boming insent family and insent homes. The right thing we are doing is that were are trying get rid of there herd.

The wrong thing that they are doing is that they have been bomeing on innosent hoses and the familys that live there. Which then are make more and more homeless people with out food and money and then since we did that were using or money and flying free food over there for there homeless people wher we have a lot of homeless people who arent getting any food and there not even living on different conents they may be from diffrent conters but why cant we feed them and get them

Final Draft 10CA12c

Continue your final draft on this page, if you need to.

joos.

Now about the good thing we are doing in the war is we are making sure that they dont come our innocent victims here in america. So if we should think that we are going to have war in kosovo. Then we should just fight our forces agenst theres. you our ships and sub us theres and our plain and jets us thire plains and jets. that is what I am talking about.

So now I hope you can see why I am convince on talking about this story on the news. I hope you have learned something about this story I have writen to you, I also hope you are convinced that I could do this if I got a chance in life. Thank you for reading this letter so long.

sincerly,

Final Draft 10CA13

Use the lines provided to write your final draft.

Dear M— B—

If I could be anebody I want to be I would be Bill gates. Because not only is he vary rich but he is vary smart and popular. And I have alway's wanted to be rich, smart, and papular.

Letter to the Editor

10CA14a

Day One: Writing Task B

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft. Your score will be based on the scoring criteria listed on the previous page, which are different from the scoring criteria presented for Writing Task A.

Your View

A letter to the editor expresses the writer's opinion on a specific topic raised in an article that appeared in the publication or on a situation that the writer thinks the publication should have covered. The real audience or readership of the letter is the reading public.

YOUR TASK

Write a letter to the editor to convince readers to support your position on a current local, national, OR international issue in the news.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate letter to the editor.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

Dear Mr Editor

I want to share my opinion cosa va. Almost every war was started

Final Draft 10CA14b

Continue your final draft on this page, if you need to.

because the U.S. couldn't keep thier noses out of other peoples buiessnes. but this is a different issue this is a fight on race:sum an issue that needs to stop but before it happens there I think it should Happen here.

CONV 0

Comparison and Contrast Essay

10CA15a

Day Two: Writing Task C

Directions: For this writing task, you will have the opportunity to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. You may use a thesaurus and dictionary in print or electronic form. Spell check may not be used. Please note: The only piece of writing that will be scored for this writing task is your final draft. Your score will be based on the scoring criteria listed on the previous page.

Looking at Two Academic Courses

In a comparison and contrast essay a writer notes both the similarities and the differences between two subjects.

YOUR TASK

Write a comparison and contrast essay explaining the similarities and differences between two classes you are taking or have taken so that new students will be able to decide which class to choose.

Since this is an assessment of your writing ability, be sure to refer to the scoring criteria provided to develop an appropriate comparison and contrast essay.

You may use the scratch paper provided to do your prewriting and/or write your first draft.

Final Draft

Use the lines provided to write your final draft.

Math and Science have some of the same and some of it is different in way we learn. Let's talke math, you work with numbers, and Science you also work with number's.

Final Draft

10CA15b

Continue your final draft on this page, if you need to.

That's not the only thing that is the same same, you use book's in the way you learn. The differences is in science you work with Lab's, and math you don't.

CONV 0

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

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Office of Superintendent of Public Instruction

Grade 10 Anchor Set Annotations, Spring 2001 WASL in Writing

"Presentation Guide"

For Principals

Introduction

The following guide is designed for principals to use with staff, to introduce the use of the *Grade 10 Anchor Set Annotations, Spring 2001 WASL* in Writing document. The document has two applications:

- Teachers in grades 8–10 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose

The purpose of this publication is to encourage all principals to conduct a staff presentation introducing the *Grade 10 Anchor Set Annotations, Spring 2001 Writing WASL* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

Presentation Overview

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

1) General Information for Staff	(2 minutes)
2) Scoring Activity	(15 minutes)
3) Instructional Implications Discussion	(15 minutes)
4) Debriefing the Activity: Group Discussion	(14 minutes)
5) Next Steps/Conclusion	(14 minutes)

➢ Note: A detailed outline of the "Presentation Guide" and the materials needed for the presentation are attached. The two materials sections, the student responses and scoring guide, of this packet will need to be copied for participants.

Office of Superintendent of Public Instruction

Grade 10 Anchor Set Annotations, Spring 2001 WASL in Writing
"Presentation Guide"

Materials/Arrangements Needed for Presentation:
One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 10 Anchor Set Annotations, Spring 2001 WASL in Writing*

Presentation Steps:

1) General Information for Staff
   This document contains student responses from the *Grade 10 Anchor Set Annotations, Spring 2001 WASL in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades 8–10.

   (Hold up copy of *Grade 10 Anchor Set Annotations, Spring 2001 WASL in Writing*, but do not pass it around at this time.)

   Remember, on the 10th Grade WASL in Writing, students respond to two prompts, one **expository prompt** and one **persuasive prompt**. We will work in groups today on an activity using the expository prompt and the *Content, Organization, and Style Scoring Guide.*

2) Scoring Activity
   (Distribute *Student Responses: A Sample Selection.* Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.)

- In this packet are six student responses written to the following expository prompt: Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.
- Read the six student responses. Put them in three piles—high, middle, low.
- Discuss rankings in your group and come to a consensus as a group.
- Discuss the rankings in the whole/large group.
- Distribute the *Content, Organization, and Style Scoring Guide.*
- Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- Discuss if/why the scores were different from the original rank order.

3) Discuss the Instructional Implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.

- (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

4) Debriefing the Activity: Group Discussion

- What new insights did you gain about the WASL and how it is scored?

- How could students use these same sample papers?
  - Individually draft a response to the prompt.
  - Work in groups to sort the six sample responses into two categories: strong and weak.
  - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
  - Use the scoring guide to evaluate two or three of the six sample responses.
  - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
  - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
  - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
  - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

5) Next Steps/Conclusion

- This is an introduction to the materials contained in *Grade 10 Anchor Set Annotations, Spring 2001 WASL in Writing* document.

- There are many more student samples for both the persuasive prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.

- What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a "student friendly" version of the scoring guides, or we could decide to meet in grade-level or cross-grade level groups, including special education and Title I specialists, to further study the *Annotations* document.

<u>Suggestions for Additional Writing Resources for Staff</u>

- NCS Mentor CD ROM
- *Writing Process: Persuasive Writing* CBE in the Middle Years Tool Kit
- *Technical Informational Writing in the Content Areas* CBE in the Transition Years Tool Kit
- *Grade 10 Anchor Set Annotations from the Spring 1999 and Spring 2000 WASL*
- *Grade Level Frameworks for Writing, K–10*

Office of Superintendent of Public Instruction

Grade 10 Anchor Set Annotations
Spring 2001, Writing

Student Responses
A Sample Selection

Final Draft

1a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Invetion for Mankind.

Tomas Jeffersau invented the light bulb and changed the way we live to day. He enabled light to go any where we needed it to go. This invention opened up a whole new way humans look at night.

People say that there are only so many hours in a day. This is true but there used to only be 12 hours in every day. Thanks to the light bulb we can a 12 more hours. More times than I would like, I have found myself pulling "all nighters" in my atempt to

Final Draft

1b

Continue your final draft on this page, if you need to.

complete a project. I was able to finish my project thanks to the invention of the light bulb.

The light bulb has many practical aplications also. It alows us to find things lost in the dark. Almost all search parties use flash lights as standar gear. Lights are also used in communication. Sailors often use morse code, in the form of a blinking light, to communicate ove vast distances. Light bulbs can de found almost any where you look.

Thanks to Tomas Jefferson mankind is forever changed. The invention of the light bulb has opened up many opportunities for man kind.

Writing

Final Draft

2a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

I think ~~that~~ the invention of electricity has made a big impact on our society because w/ out electricity, we would be sitting here in the dark. We would have to use candles, and candles don't last very long. We have cars, or lights, computers, heat, air conditioners, etc. I think electraty has helped us w/ greatly because w/ out it we would be

Final Draft

2b

Continue your final draft on this page, if you need to.

stuck just sitting in the dark. That is why I think that electricity is a very good invention, & w/out it, we would all live very boring lives.

Final Draft 3a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored**.

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

When writing was first around they didn't have the luxeries that we have now. The people wrote with a feather and ink. That technique caused a few of problems. The invention of the ball point pen reduced the mess, was easy to write with, and evolved the way we write.

The way or method they used to write was a very messy situation. You had to find a feather with a good tip, and buy the ink

Final Draft

3b

Continue your final draft on this page, if you need to.

It was messy because you had to go back and forth between the ink well and the paper. This caused drips and spills.

The ball point pen created an easier way to write. This eliminated hours of writing time. The easier way was fun and new.

The new pen created questions and solutions. These ideas evolved into new inventions. Now the way we write is mostly on the computer.

Computers seem to be the way of the future. They are a big step up. They aren't messy, their easy and keep evolving.

Final Draft

4a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used. Your final draft will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Dear Mr. E——,

In recent years, humans have benefited greatly from innovations but the most useful one up to date is still the inventing of the World Wide Web, the internet. It make extraordinary impact on both the way people live and the way they work. The internet also provides entertainment to brighten people's daily life.

People can use the internet as a work place or a source to provide help for whatever their profession are. For example, teachers, school librarians, lawyers, and especially

Final Draft

4b

Continue your final draft on this page, if you need to.

students of all ages can use the internet to research for whatever info they might seek. The internet provides a massive, unlimitted amount of information for, most of the time, a free price. It also opens more job opportunities such as webpage designes, graphic arts and just like tv. and everywhere else, advertisements.

The convenience of the Internet is almost toogrand to describe. From buying clothes and gifts for people to buying daily things such as milk, bread, q-tips for home the internet has sites that can fullfil all needs. With just a couple of clicks, anyone with a credit card can finish their christmas shopping, buy a week's worth of food for the family, and even pay their bills, all from a computer with internet connections.

While contributing to the daily and work

Final Draft

4c

Continue your final draft on this page, if you need to.

life of people, the internet also provides entertainment. For the young, there are games and chatrooms where interaction with someone a couple of continents away is like a daily meal. For the older crowds, emails, chatrooms, news, and movies also has their door wide open, welcoming everyone in the the world wide web, the internet. There are even now web sites that let anyone with a fast modem speed over 56 K, to call long distantly to anyone else with a phone number in the U.S. All of these are, shockingly, free. It is not a wonder that people are starting to spend more and more time on the internet.

The internet, being a somewhat new invention, is something that benefits humans of all ages and profession. In daily and work life, the internet provides information

Final Draft

4d

Continue your final draft on this page, if you need to.

and a place to do business. It is also a convenient place to take care of many daily tasks with just a couple of clicks. Lastly, it provides entertainment for the young and the old with games, chat rooms, music, and connection to people all around the globe. The internet is the most useful innovation up to date.

Final Draft

5a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Throughout the history of the world, there have been many inventions that have been a great benifit to mankind. One of these great inventions was the gas motor. The gas motor has been extremely important in the transportation of people and goods, recreation, and the way we work.

The gas motor has been a great impact to the transportation industry. The gas motor has provided us with ~~vehicles~~ ranging from semis

Final Draft

5b

Continue your final draft on this page, if you need to.

to the Concord. Without the gas motor we could no fly people over the oceans at the unbelievable speeds the airplanes are capable of. We also would have to ship every thing by steam engine vehicles without the gas motor.

Another thing the gas motor has effected is recreation. A lot of the recreational vehicles we use nowadays contain gas motors. These motors are in things as small as radio controlled airplanes to ones as large as a speed boat.

Still, another area gas motors has had an impact on is the way we work. In every construction site we see there is quite a few construction

Final Draft

5c

Continue your final draft on this page, if you need to.

vehicles. All of these vehicles contain gas motors. The tasks that these vehicles were created to perform could never be completed with steam or electric motors.

Final Draft

6a

Directions: Before you begin your final draft, read the checklist on page 12 again. When you have made your revisions and edits, write your final draft on this page and the next four pages, if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your most effective writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft **will be scored.**

Over the years, humans have benefited from inventions (as simple as a zipper and as complex as a computer or space ship). Write an essay for your teacher in which you name an invention that has had an important impact on how people live, work, or play. Explain why it is an important invention.

Dear teacher,

E-mail service is a very important invention. You can meet people from around the world and you don't have to go anywhere, you can be sitting in your house, work, car, anywhere.

It also is helpful at work. It's a great way to send a message that needs to be sent to several people quickly.

Final Draft

6b

Continue your final draft on this page, if you need to.

E-mail has been taking the place of snail mail (the term now used for letter-writing). It is much faster and it is less likely to get lost

Thank-you for your time,
Sincerely

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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